

Questions

Adequate Yearly Progress

HOW DOES A SCHOOL MAKE AYP?

To meet AYP, each school and system must meet the following criteria:

95% Participation: At least 95% of the students as a whole and within each student group must have participated in the state mandated test..

Annual Measurable Objective: Each school, as a whole, and each student group with at least 40 members must meet or exceed Georgia's Academic Performance standard.

Additional Indicator: Each school must meet the standard or show progress on a second indicator.

HOW WILL AYP HELP ALL CHILDREN LEARN?

In order to know the achievement levels of certain groups of students NCLB requires that all data be broken down by race/ethnicity, disability, limited English proficiency and socioeconomic status.

WHAT TESTS COUNT TOWARD AYP?

Georgia uses the Criterion-Referenced Competency Test (CRCT) for AYP for elementary and middle schools and the Enhanced Georgia High School Graduation Test for high schools, and the Georgia Alternative Assessment (GAA) for the most severely cognitively impaired students.

WHAT HAPPENS IF SCHOOLS, OR SCHOOL SYSTEMS DO NOT MAKE AYP?

Under NCLB, public schools that do not make AYP in the first year face no consequences.

Interventions begin at the end of the second consecutive year the school does not make AYP and increase in severity as long as a school does not make AYP. At this point the school is considered to be in Needs Improvement status.

If a school makes AYP for two years in a row, the school is no longer identified for improvement.

DOES IT MEAN THAT A SCHOOL IS A FAILING SCHOOL IF IT DOES NOT MAKE AYP?

No. In many cases, schools identified as "in need of improvement" may, in fact, be exceeding the standard in some measures. These reports allow schools to better determine the areas of greatest need.

Title I

Purpose: To help low-achieving students meet the state's challenging academic content and performance standards. The Title I program offers a variety of services which may include: additional teachers and support staff, extra time for instruction, a variety of teaching methods and materials, smaller classes and additional training for staff.

Qualifications: Schools qualify for funds based on economic need. Charlton's Elementary and Middle Schools are School wide Title I programs.

School-wide Requirements:

- Comprehensive needs assessment: The school must identify areas of greatest need.
- School-wide reform strategies to include those that:
 - Strengthen the core academic program.
 - Increase the amount and quality of learning time.
 - Strategies for meeting needs of underserved populations.
 - Address needs of all, but particularly low-achieving.
- Instruction by "highly qualified" teachers
- Professional Learning for teachers
- Parent Involvement Strategies

Parents Have the Right....

- to know the professional qualifications of their child's teacher(s) including the degrees and certifications held, and whether the teacher is certified in their respective area of instruction.
- to know the school improvement status of the school.
- to know the level of achievement of their child in each area of the state assessment.
- to know if their child has been assigned, or has been taught for at least four consecutive weeks, by a teacher who does not meet the highly qualified definition.
- to be involved in the planning and implementation of the parent involvement program in their school.

Title I and Charlton County Schools

Title I is a federally funded
program under the

No Child Left Behind Act of 2001.

Dr. John Lairsey
Superintendent

Dr. Susan Allen
Title I Director

2011—2012

Folkston Elementary School

Participation Rate $\geq 95\%$

100% of the students who were enrolled at the time of testing participated in the test.

AYP Status: FES made AYP

CRCT Reading/English Language Arts

40+students required to make a subgroup

<40 students in Black and Students w/Disabilities subgroups

$\geq 80\%$ of students must meet standard

Subgroup	Met Standard
All Students	Y
White	Y
Economically Disadvantaged	Y

CRCT Math

40+students required to make a subgroup

$\geq 75.7\%$ of students must meet standard

Subgroup	Met Standard
All Students	Y
White	Y
Economically Disadvantaged	Y

Second Indicator

Attendance $\leq 15\%$ or Progress

All Students Y

St. George Elementary School

Participation Rate $\geq 95\%$

100% of the students who were enrolled at the time of testing participated in the test.

AYP Status: SGES made AYP

CRCT Reading/English Language Arts

40+students required to make a subgroup

<40 students in Black and Students w/Disabilities subgroups

$\geq 80\%$ of students must meet standard

Subgroup	Met Standard
All Students	Y
White	Y
Economically Disadvantaged	Y

CRCT Math

40+students required to make a subgroup

$\geq 75.7\%$ of students must meet standard

Subgroup	Met Standard
All Students	Y
White	Y
Economically Disadvantaged	Y

Second Indicator

Attendance $\leq 15\%$ or Progress

All Students Y

Bethune Middle School

Participation Rate $\geq 95\%$

100% of the students who were enrolled at the time of testing participated in the test.

AYP Status: BMS made AYP

CRCT Reading/English Language Arts

40+students required to make a subgroup

$\geq 80\%$ of students must meet standard

Subgroup	Met Standard
All Students	Y
Black	Y
White	Y
Economically Disadvantaged	Y

CRCT Math

40+students required to make a subgroup

$\geq 75.7\%$ of students must meet standard

Subgroup	Met Standard
All Students	Y
Black	Y
White	Y
Economically Disadvantaged	Y

Second Indicator

Attendance $\leq 15\%$ or progress

All Students Y

